THE NEWS LETTER

OF THE COLLEGE ENGLISH ASSOCIATION

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OCT 3 1942
PERIODICAL DEPT.

uld Procrustean hods Work Here?

my World Literature course, ng beyond the textbook re- a far greater proportion of and attention than does read- n the textbook. All of this -text reading is individually ed and reported. Personal ng diaries, personal and group rences, and excellent library ration are the aids to the pro-

intention at this time is to wn in detail certain individ- eading programs. This I do y of illustration, not by way ipe.

ormerly compared our indi- planning in literature to ndividual attention a physi- gives a patient. But now I that in some large clinics set riptions are worked out and ered, and the doctors need not o write out individual pres- ons for common conditions, mply jot down a number.

have many common condi- among literature students. ntering students often make iagnoses: "Have never read, like to form the habit." fully slow reader." "Just get interested in anything dventure stories." "Have liked poetry; my mother t like it either." "Have never a thing but English and can. What else is good?" books I have always heard d wanted to know, but I'm nd will never get around to g them unless somebody me the impetus." "Never what to look for when I go ibrary." "Want to know the ooks so I can participate in rsations." "Want to know the s so I won't feel so ignor- "Very much interested in life. Any good books about Would like to be able to read speare for myself." "Intend an English major, and want d as widely as possible out- nglish so I'll have some basis mparison." "Last literature I'll ever take, so want to how to choose books when out." "Never know what to bout a book in conversation that I liked it or didn't like Interested in history and to read some historical plays ovels." "Dislike reading plays iographies. Can you suggest n ones which may serve to e my prejudice?" "Hate to but heard that you get some to like it." "Like to read, want you to give me some ones."

sibly a set prescription could rked out for each type of But as a student reads, in- and even abilities change. s teacher and student con- about books read, the teach-

(*Continued on Page 4*)

Pity the Scholar

Pity the scholar who, with careful pains,
Labors to make the obvious obscure,
Who makes mistakes in order to be sure
And, thirsting after knowledge, starves his brains:
Behold him cultivating barren plains,
See him succumb to Trivia's allure;
Regard his efforts to resolve the pure,
And walk with him his blind and dusty lanes.

Ah, pity him—a lamp is all his sun,
A foot-note carries all the song he knows,
A quill is all his spirit has for wing:
For him no spider tapestries are spun,
No grasses whisper and no mandrake grows;
For him no Mab, no Oberon, no Spring.

LeRoy Smith
University of Pennsylvania

Permanent Worth Vs. Immediate Appeal

Professor D. S. Mead gave us, in the December NEWS LETTER, a stimulating piece concerning the great books which he likes for a sophomore literature course. The selections themselves seem admirable to me each one in itself, and I would not alter them except to provide room for the kind of books which Professor Mead excludes.

In making his choices, he lays down a principle which, if widely applied, would devitalize, by a kind of unconscious boring from within while entertaining from without, much of the proper work of our colleges. In fact, the danger is not merely potential, but is all around us and is increasing mightily.

As Professor Mead phrases it, it is really a contradiction existing between overlapping principles. Of course it is true that "what we do select for him must be best for his needs," if the word "needs" be construed in a broad, foundational sense. But when in the next sentence we encounter the principle that "what we give must have an immediate appeal," surely we are brought to a halt. If experience has taught us anything, surely it has taught us (certain psychologists *à la mode* to the contrary) that some of the things that are best for our needs simply do *not* possess immediate appeal. I refer to such works as the *Idea of a University, Past and Present,* and *Walden.*

Omit entirely such works as these, and where is the student to get, in college, the real beginnings of discipline in expository thought and expression? Where better than in *The Idea* can he get what comes from the study of "the perfect handling of a theory," to use Pater's characterization of this work? Where can he get more colorfully the consciousness of important social ideas that Carlyle gives us in *Past and Present?* Where can he better develop a

(*Continued on Page 3*)

On Eating Peas With a Knife

The enthusiasm of a certain freshman for his new life at the University manifested itself in a theme in praise of the table manners that his fraternity brothers were teaching him. Now he knew which fork to use and where to place his napkin.

I do not wish to minimize the importance of cultivated manners, but I was struck with the fact that this was the most important thing in the boy's life and also with the fact that his use of his native language was excessively bad. And I wondered whether his table manners alone would save him when, after graduation, he tried to sell himself and his goods to the world. I was reminded of something Sinclair Lewis once wrote:

> The quest of the right word, the rhythmic sentence, is as difficult as studying medicine or sawing wood. . . . A man who prefers to be seen eating peas with his knife—who prefers it and roars with ridicule of more fussy manners—must be left to make a comic spectacle of himself. And it is not an exaggeration to insist that just such manners, mentally, are displayed by the youngster who from the richness of his ignorance prefers the cheap sentiment and kindergarten slang of the popular magazines to the wisdom of great writers. . . . Garage proprietors rarely argue with men who boast that, all by themselves, they have found out that wheelbarrows are better vehicles than automobiles.

Fortunately there are students who know their manners in English, who can distinguish between wheelbarrows and automobiles, who have something to say and know how to say it.

Josephine K. Piercy
Indiana University

A Bewitching Sort of Madness

Among the various worshipers of Folly, Erasmus places the grammarians foremost: "A sort of men who would be the most miserable, the most slavish, and the most hateful of all persons, if I did not some way alleviate the pressures and miseries of their profession by blessing them with a bewitching sort of madness. . . ." He cites an old grammarian who had lived sixty years and who devoted the last twenty of them to the criticisms of grammar, praying only that his life might be spared until he learned rightly to distinguish between the eight parts of speech.

Having read the admonitions of this great and good man, I did not "imitate the Cuman ass" or think myself stately as a lion when I was invited to settle a dispute over a point of grammar. The letter came from a young woman teaching in high school, and rightfully or wrongfully she directed it to that center of grammar, rhetoric, and logic—a college English department.

> There has been a debate in my English class as to how the prepositional phrase in the following sentence is used. The decision of the judges was that it was used as an adverb. I am not satisfied with this because I think that it is used as a noun. I would like to get your opinion on the question.
>
> Sentence: The strange boy told us of his longing to travel.
>
> Question: How is the prepositional phrase *of his longing to travel* used? Please give the reasons for your answer.

What did the professed masters and doctors of grammar think?

Instructor A said firmly that according to Woolley and Scott prepositional phrases are used as adjectival or adverbial modifiers and that any resemblance to a substantive in this case was purely concidental and not a violation of any copyright owner. Instructor B agreed and quoted Perrin, *An Index to English,* in support of the apparently orthodox position. But what would an English department be without dissent? Doctor C (recently gowned by Columbia) quoted an opus published by Harpers for J. E. Uhler in 1926 where the following *dicta* could be found: "The phrases above are prepositional phrases, the most common type. Such a phrase is usually a modifier, although it may be used as a substantive, for example: *From Maine to Florida* is a long distance."

So the lines of conflict were

(*Continued on Page 3*)

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A Third Chap Book

With this issue of THE NEWS LETTER our members will receive their third Chap Book, "The Two Scandals of Criticism," by Theodore Morrison.

Mr. Morrison needs an introduction to very few of us, but nevertheless we shall point out that in addition to being Vice-President of CEA he is in charge of all work in written composition at Harvard and is Director of the Writer's Conference at the Breadloaf School. He has been an associate editor of the *Atlantic Monthly*.

Attack and Counter-Attack

Book announcements swarm about us. Their attack is not only frontal but on the flank, and especially in the rear—for we are forever reproaching ourselves for classics we have not read, and announcements of new editions strike us in our weakest spot.

Now and then we make a feeble attempt at counter-offensive: "There are too many new books," we say. Publishers should declare an armistice and give us a chance to refresh ourselves and accumulate renewed strength for the struggle. Now and then we find some new weapon that we think will change the tide of battle. One of these bombs that we have been hurling for a number of years, more for the sake of our own comfort of mind than for the discomfort of the enemy, is a quotation of unknown origin: "If a man write a book let him say what he knows; we have guesses enough of our own." We like to think that with this little grenade we have destroyed brigades of the enemy even as they approach.

Two years ago we printed our comforting quotation at the top of this column, hoping that someone might know the source of it. Now, at long last, a learned colleague sends us this from Goethe's *Maxims and Reflections:*

> Wenn ich die Meinung eines Andern anhören soll, so muss sie positiv ausgesprochen werden; Problematisches hab' ich in mir selbst genug.

Perhaps Goethe, too, was troubled in conscience by the amount of reading he should have done and hadn't, and so was trying to comfort himself by counter-attack.

Let Not Thy Right Hand—

A recent report distributed throughout the schools and colleges by the "Committee on Teacher Education" of the Association of Colleges and Universities of the State of New York records a number of interesting and, in some cases, useful recommendations.

One of the final recommendations is "that terminology used in student teaching in its various phases be clarified." Yet the first recommendation set forth in this voluminous report reads as follows:

> WE RECOMMEND: The clarification and better understanding of the contribution and use of observation and participation in the development of theory and as a pre-requisite to responsible room-teaching as orientation to the teaching situation.

The entire report is doubtless full of meat; but if we may hold to our culinary figure, the meat is so covered with a gravy of pedagogical terminology that one is unable to enjoy its full flavor, and at times even to discover whether it is fish, flesh, or fowl. Exactly what, for instance, is meant by "encouragement of *professional understandings*"? What is a "*fundamental point of view behind* a program"? Finally, we urge the reader to repeat three times: "To study elements within a totality may involve seeming neglect of the total, but in the attempt to find problems which are particular to the phase being studied some breakdown of elements seems essential." This is unquestionably correct and meaningful English, but in a time of national emergency it uses too much ink and paper.

We note further that the Conference recommends "More objective and coördinated evaluation"; also that "not enough seems to be done to differentiate the student teaching programs in terms of the needs of individual students"; also that "so many qualifying statements are added that wide consideration does not seem evidenced"; and finally that "most institutions offer opportunities for working in more than one field of content."

What a pity that reports such as this, costing many people large amounts of time, effort, and money, should not be written in plain English! What a pity that conferences of experts spending weeks of time together in order to benefit an entire profession, should sum up their important findings in a jargon that can only strain our attention and becloud our understanding!

We Deny It

Some of our members with a sharp eye for inconsistency have discovered, so they tell us, a contradiction on the editorial page of the February NEWS LETTER. On one hand we advocated no retreat from the teaching of literature and other arts, the main appeal of which is to the imagination and emotion. On the other, we suggested that the study of science had its place in the curriculum.

The objectors should look again. In the first place, we were thinking primarily of more starch for the secondary school curriculum. But even so we see no reason why both imagination and reason cannot be cultivated in a liberal arts curriculum.

In the second place, we still believe that habits of exact observation, which scientific training should instill, benefit the composition of literature and the appreciation of literature. The poet does well to keep his eye on the object. So does the literary critic and also the ordinary human being.

Postscript: No, we certainly are not going all out for scientific studies, and observations made during the past week confirm our opinion that some technical men might learn English and substitute it for whatever it is they now use when they write.

Having a class that meets in an engineering building and arriving slightly ahead of time, we did a bit of snooping in our usual ill-tempered way. Here are two samples of engineer's language that we found on the bulletin board: "Due to conditions on drawing instruments, you are requested to bring any set of drawing instruments you might have to Prof. A. B. C—— for inspection"; and "The janitor is requested to see that no student remains in the building when he is not present. Signed, X. Y. Z——, *Dean.*"

Entombed in the Present

No man is more closely prisoned by ignorance than he who chooses to live in that narrow cell whose walls are labeled "here" and "now." The fact that he can see what is happening close by and at the immediate moment does little toward his release. An animal may learn as much and perhaps store it as well in memory. But in so far as this prisoner succeeds in acquainting himself with realms which are distant, and the world of the past, just so far does he succeed in breaking down the walls of his cell. Both of these things he may do through the printed word.

Perhaps It's News

The *Atlantic Monthly* again offers prizes to college undergraduates: $50 for the best essay, $50 for the best story, $50 for the best poem. The closing date is April 8.

This must be classified as one of those contests which everyone pays to enter. It is open only to students in classes that subscribe to the *Atlantic.*

On a somewhat different level is a contest sponsored by a company that makes something called a "Flexee." Contestants are required to write one hundred words on "Why a Young Figure Needs a Foundation Garment." Prize-winners will receive scholarships of $300, $200, and $100, and cash awards of $25, $10, and $5. Participants don't have to buy anything; in addition to submitting their hundred words, they merely fill out a form.

Limbo Is Just As Bad

You recall the old wheeze: An aspirant for sainthood rapped on the Pearly Gates. "Who is there?" asked St. Peter. "It is I," came the response in an affected voice. "Oh," gruffly replied the gatekeeper, "you're an English teacher; you go to Hell." The witticism of an elder day has the force of a parable now.

Insisting upon a reply by February 12, the American Council on Education, in behalf of the National Roster of Scientific and Specialized Personnel, sent to colleges and universities a questionnaire to make a "Survey of Professional Manpower Resources Which Can be Supplied by Colleges and Universities in the United States." Three forms were used: *A* for undergraduates, *B* for graduate students, and *C* for faculty. The last also asked for estimates of shortages resulting from enlistment or emergency service.

The last category surveyed is entitled "Arts and Language." Drama and Journalism are grouped with Foreign Languages and Sculpture. English as a specialized job or profession is not mentioned. In justification of this omission the reply has been made that the Government never hires English teachers; it has other modes of classifying personnel than that employed in educational circles. Possibly, too, just as state departments of education certify almost every holder of an A.B. to teach English, the unstated interpretation has been made that anybody can teach English (our profession needs a new name).

In World War I, many professors of English served as translators, intelligence officers, cryptographers, liaison officers, and directors of correspondence. It does appear that even the American Council on Education is not aware of the specialized functions performed by our profession, although it knows how to divide and subdivide medical men at least twenty ways.

If among our thousands of teachers and researchers and writers only dramatists and journalists now seem useful, we have been culpably negligent in not writing clearer job specifications.

Harry R. Warfel
University of Maryland

Editor's note: Professor Warfel, who is not a member of the Committee, informs us that Mr. James O'Brien of the Civil Service, executive officer of the Committee, suggests that vigorous protests against the ignoring of English be made. They should be addressed to: Wartime Committee on Specialized Manpower Requirements, c/o The National Roster, 916 G St., N.W. Washington, D. C.

New Means Toward Proper Perspective

Latin Literature in Translation, edited by Kevin Guinagh and Alfred Paul Dorjahn, Longmans, Green and Co., 822 pp., 1942.

No experienced teacher of English, no thoughtful observer of present-day educational processes and results, will deny that we lost something of infinite value when we gave up thorough study of the classic tongues.

Certainly the teacher of English composition feels the loss because the practice of translating from the Latin and the Greek into English, and of English into Latin and Greek, gave a power of written expression that we seem not to have been able to attain by other means so far as the generality of students is concerned. Whether we lost as much first-hand acquaintanceship with Latin literature seems to me far more questionable. I doubt whether many students became so interested in Cæsar's account of the Gallic Wars that they eagerly pursued that course of reading after classroom compulsion ceased. I doubt whether the stately periods of the Æneid or the gay measures of Horace and the quips of Catullus were appreciated by the student who struggled to construe each subject and predicate, and had his attention called to each reappearance of an ablative absolute.

Perhaps—and this may be heresy—more of us might have discovered the riches of Roman literature if we had not gained a certain distaste for them as a result of this enforced and plodding translation. If that is true, then we should hurry to do the obvious thing: give students of literature a chance to discover for themselves all the rich heritage left us by Rome. Here is a volume that undertakes the task in the right spirit. As the compilers point out, it does not concern itself with conflict between authors on questions of etymology. It does not disturb the reader with footnotes, but it presents a collection of the greatest writings of the ancient world through most sympathetic and satisfying translations. It is a book primarily for reading rather than for study. Each selection stands upon its merits as literature and not as an aid to some struggling young construer.

Plautus, Terence, Cato, Lucretius, Cæsar, Cicero, Catullus, Sallust, Vergil, Horace, Tibullus, Propertius, Livy, Ovid, Seneca, Petronius, Martial, Suetonius, Quintilian, Pliny the Younger, Tacitus, Juvenal, Apuleius, Minucius Felix, Tertullian, Lactantius, Saint Augustine — these names from the table of contents are not spread out here to lengthen a book notice, but because the sonorous sound of them is like a bugle call: there is music in them, and the throb of marching feet echoing down the centuries, and a sense of the mysterious persistence of human traits and emotions, whims and foibles. Familiarity with such reading helps to put the troublous affairs of our own time into proper perspective.

B. J.

A Bewitching Sort of Madness

(*Continued from Page 1*)

drawn. As self-appointed arbiter of a controversy little to my taste, I thought to delve deeper into the historical tradition of English grammar. In this I did resemble the old sophister of Erasmus, for surely twenty years were not too long to suffice for the settlement of this matter. In a noted work on grammar from Anglo-Saxon times till now, it is admitted that a prepositional phrase in the object relation is difficult to distinguish from a prepositional phrase in the adverbial: "since there is never a difference in form and no fundamental difference in function. In general, we call the phrase an object when its relation to the verb, adjective, or participle is very close, so close that it is necessary to complete its meaning. The relation of the adverbial phrase to the verb, adjective, or participle is less close." It has also been debated whether it is better to crack an egg on the big end or the little end.

Then there was the matter of the Old English genitive! Strange the protean forms the genitive managed to assume in the bronze age of our language: genitives of specification, of goal, of origin, of material or composition; of characteristic, of gradation, of measure; not to mention possessive, partitive, subjective or objective categories, including various combinations such as attributive partitive genitives, which may be replaced by appositional constructions.

Several possibilities were open: one to send the young woman a case of selected books on English syntax; another to digest—briefly, mind you—the best that had been thought and said upon this subject in this best of all possible worlds, including, of course, the division of opinion in the estimable department of English. A third lay in consulting other authorities, men who could be considered a court of last appeal, on the basis of acknowledged preëminence in the study of language. There was still open an escape by admitting that grammar, like the idea of God, is inscrutable and a mystery—to be accepted if it brings comfort but never challenged by the mind.

The first course would have been expensive and might have involved a capital outlay or lease-lend arrangements with the university library. The last option seemed to lift the problem into metaphysics rather than pure reason and was therefore rejected. A combination of choices II and III was selected. I sent the young woman a digest of the opinions of colleagues and myself. Then the young woman's letter in company with my own was despatched to famed linguists, who gave the following replies. The author of the definitive work whose recesses I had plumbed was in this case brief and explicit.

> In "The strange boy told us of his longing to travel" *of his longing to travel* is used as an adverb modifying *told*. Prepositional phrases often as here modify a verb with the force of an adverb.

The other letter should serve as a warning to anyone likely to take language or himself too seriously. With it, I swear, my earnestness over grammar came to a dead end.

> The question in your letter is quite beyond me; it seems to pertain to some kind of logical analysis. Therefore I cannot speak with any great confidence, but it seems to me that the debate may have arisen because the participants have not agreed upon a definition of terms, such as *noun, adverb*, and especially the phrase *used as*. I am sorry I cannot do any better, but the presuppositions implied in your question are quite foreign to me.

As the Indians of the Southwest are wont to say, "Thus shorteneth my story."

T. M. Pearce
University of New Mexico

Permanent Worth Vs. Immediate Appeal

(*Continued from Page 1*)

sane, hard-headed questioning of civilization's many false standards than in *Walden?*

One must, I think, acknowledge the rightness of including the kind of books which Professor Mead advocates, but I for one refuse to subscribe to the fallacy of immediate appeal. Student reactions (yes, even of "vocational" sophomores) and my own reading experience testify that immediate appeal is not always necessary—that such books as the Newman discourses, *Past and Present*, and *Walden* may, through classroom presentation of lively contemporary parallels and applications, be shown to have a deeper appeal which is none the less enduring. One may not for a moment disparage the many works in literature that have at once greatness and immediate appeal—such books, it may be said, are more fun to teach, though likewise need less "teaching"—but I think we do ourselves less than justice if we confess inability to *prove* to the sophomore that books may possess great appeal (and greatness) even though they sometimes do not possess *immediate* appeal. To fail even to attempt such a demonstration is to convict oneself by the graduate's occasional complaint, "Why didn't someone tell me these things?"

Students tend, I think one must conclude, to scale their taste in literature below that of the teacher. Even when Horatio is not capable of understanding all we can offer him, we have an obligation, though Hamlet had none, to make him at least suspect that there is more in life than has *heretofore* been dreamed of in his philosophy. In other words, it is important that his level be raised toward ours, rather than that he should be confirmed in his suspicion of an unmitigated dullness in every work which does not have that magic of "immediate appeal."

Louis Hasley
University of Notre Dame

Tennessee Regional Meeting

The English Department of the University of Tennessee is convoking a regional meeting of English teachers on April 17, 18. An invitation is extended to all members of the College English Association within convenient traveling distance. The program is being arranged by a planning committee composed of John C. Hodges, Mildred A. Dawson, and Roscoe E. Parker.

Shakespeare's Audience

By Alfred Harbage

". . . is a book on the theater, but it also throws plenty of light upon the plays themselves. . . . And if there is any worth in democracy and the dignity of the common man, to which many CEA members have been paying their respects, the book is timely."—*The News Letter.*

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Would Procrustean Methods Work Here?

(*Continued from Page 1*)

er's new understanding of the student prompts changes in suggestions. Hence thus far in this course no required reading lists have been developed, and the reading programs of no two students have been identical.

The reading programs that follow are but two of the more than 270 directed last year by teachers in the World Literature course, a three-hour course lasting two semesters.

Marian, strictly an out-of-door girl, entered the course with the frank statement that she had never read a book when she could avoid it. She had recently come to feel her ignorance and hoped that somehow she could work up an interest in reading and eventually overcome what she was beginning to feel as a handicap. Her score of 10, the lowest of 600 on our literary acquaintance pre-test with its possible score of 215, pre-test median of 45, indicated a certain accuracy in her self-diagnosis.

She confessed to a curiosity about medicine; this curiosity and her own desire to progress were the positive factors which we could utilize against her actual dislike of reading and a slow reading rate. Her extra-text reading follows: Hilton, *Goodbye Mr. Chips;* Cronin, *The Citadel;* Haggard, *Devils, Drugs, and Doctors;* Lindbergh, *North to the Orient;* Millay, *Renascence and Other Poems;* Curie, *Madame Curie;* Zinsser, *Rats, Lice, and History;* Gunther, *Inside Europe;* Munthe, *The Story of San Michele;* Saint Exupéry, *Wind, Sand and Stars;* Shaw, *Saint Joan;* Burckhardt, *The Civilization of the Renaissance in Italy;* Millay, *A Few Figs from Thistles;* Osler, "The Master-word in Medicine" and "The Student Life" from *Aequanimitas with other Addresses;* Van Doren, *Anthology of World Poetry* (selected sections, chiefly Oriental, English and American); Reid, *The Great Physician;* Hamsun, *Growth of the Soil;* Clendening, *Romance of Medicine;* Carlyle, *The French Revolution;* Lewis, *Dodsworth;* Shakespeare, *Romeo and Juliet, Merchant of Venice;* Sandburg, *Chicago Poems.*

After the course was completed and the grades were in Marian wrote:

> The course has made me read, and I am at last enjoying doing so. Reading, I find, is something for which you must acquire a habit. Whereas I have received value from the books I have read, the main benefit of the course is that it has taught me and encouraged me to read; I feel sure that I shall continue and that I shall be thankful for this beginning in years to come.

Marian's score on the acquaintance test at the end of the year was 55, ten above the pre-test median. Her textbook work and her conversations with other girls in the class were no doubt in part responsible for the fair increase in score.

Ann is my exceptional student. She startled me with her pre-test score of 172, 30 points above that made by any other student on the pre-test. She proved to have a phenomenally retentive mind, and with it a gift of succinct analysis and expression which I have not seen exceeded in an underclassman. But somewhere she had acquired an attitude of snobbery toward recent writers and toward reading in translation. Since French was the only foreign language she could read, this attitude had left her with gaps in her reading of both old and new. After preliminary discussion, she consented to cooperation in testing the validity of her attitude in these matters, and eventually she lost both prejudices.

Her score, which had become a matter of indifference to me, was at the end of the year 194 of the possible 215.

She read and reported on the following, giving me many hours of stimulating conference: Dos Passos, *Three Soldiers;* Aldington, *Death of a Hero;* Brittain, *Testament of Youth;* Wylie, *The Venetian Glass Nephew;* Santayana, *The Last Puritan;* Mann, *The Magic Mountain;* Sherriff, *Journey's End;* Euripides, *Iphigenia in Tauris;* Aeschylus, *Agamemnon, The Eumenides;* Euripides, *Electra, Iphigenia in Aulis;* Sophocles, *Electra;* Turgenev, *Smoke, Fathers and Children;* O'Neill, *Mourning Becomes Electra;* Dostoievski, *The Brothers Karamazov;* Mann, *Buddenbrooks;* Chekhov, *Plays, The Darling and Other Stories;* Rolland, *Jean-Christophe I, II, III;* Millay, *The Harp Weaver, Fatal Interview, Wine From These Grapes;* Curie, *Madame Curie;* Wylie, *Jennifer Lorn, The Orphan Angel;* Benét, *John Brown's Body;* Donne, *Songs and Sonnets, Divine Poems;* Mann, *Joseph and His Brothers, Young Joseph;* Auden, *On This Island;* Spender, *Poems;* Shakespeare, *As You Like It, Romeo and Juliet, Hamlet, Antony and Cleopatra, Macbeth, King Lear, Richard II, Richard III, Henry IV,* Part I, *Othello, Cymbeline;* Tolstoi, *War and Peace;* Merezhkowski, *The Romance of Leonardo da Vinci.*

Later Ann wrote:

> I believe that a course like this in personal reading is much the most valuable kind of literature course for underclassmen, because it treats literature as a part of life rather than as an academic exercise. You read a book because you want to read that book, and not because it belongs to the literary movement you are studying at the time. To me the best thing about the course is that each student, guided of course by the instructor, can adapt it to his own literary needs; I, for instance, spent the majority of time reading modern and foreign authors—Mann, Rolland, the Russians, Greek dramatists—because I was least acquainted with them.

Think again of Marian's case and then of Ann's. Both girls were taking their first college literature course. How in any but an individualized course could both have achieved optimum growth?

Zay Rusk Sullens
Stephens College

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